

Feather River College Student Equity Plan (2022-25)

Details

Assurances

Legislation

✓I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

- [EDC_78220.pdf](#)

Additional 78220 Acknowledgement

✓I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development

For this Student Equity Plan (SEP), a Workgroup composed of the VP of Instruction, VP of Student Services, English faculty, Director of Intuitional Research, Director of Student Equity & Achievement (SEA) Programs, Director of Disability Support Programs & Services and two students met regularly throughout the Summer and Fall of 2022. The group reviewed and discussed the documentation from CUE at the first meeting in June, 2022 along with the new template. Local data prepared by the Institutional Researcher was reviewed at subsequent meetings. In preparation for work on the Student Equity Plan 2.0, members of the group along with other interested faculty and staff attended SEP webinars in the Spring of 2022.

The College has three distinct instructional programs; an on-campus program, Instructional Service Agreement (ISA) program and an Incarcerated Student Program (ISP). Students in the on-campus program generally take face-to-face classes, but this program also includes students who take online classes. A few students, for various reasons only take online classes. These reasons include family and/or work commitments, living in the outlying communities of Plumas County or living out of the area completely. The ISAs exist between private entities and public agencies and the College to provide specific training and services. Instruction and advising in the Incarcerated Student Program is through correspondence. Students enrolled in all programs were included in the data provided by the state. The Institutional Researcher separated ISA and ISP students from the data when able, in order to focus efforts on students enrolled in the on-campus program.

The Institutional Researcher utilized local data and the SEP_2022_expanded_all_years dataset provided by the Chancellor's Office to build multi-year cohorts in order to increase the size of subgroups. All

primary disaggregations (with the exclusion of LGBTQIA due to lack of data) were explored for disproportionate across all SEP metrics and expanded metrics (e.g., transfer-level math and English completion in 2 years). Calculations were performed utilizing the DisImpact package in R which includes the PPG-1 methodology.

The group reviewed local data and decided to focus on Black or African American students. This group shows a disproportionate impact across multiple student success metrics and is a large group when compared to other racial / ethnic groups at Feather River College.

Summary of Target Outcomes for 2022-25

Successful Enrollment

All

1-year outcome: Implement CCCApply.

2-year outcome: Gather and assess enrollment data. Look for trends and disproportionate impact among student populations.

3-year outcome: Continue to gather and assess enrollment data. Look for trends and disproportionate impact among student populations. Communicate results with campus through shared governance committee. Utilized shared governance committees to develop strategies to address any disproportionate impact uncovered in the data analysis.

Completed Transfer-Level Math & English

Black or African American

1-year outcome: Fully implement AB705 and enroll all students directly into transfer level math and English. Offer support classes for 25% of the in-person English 101 sections and 50% of the gateway Math STEM (Science, Technology, Engineering & Math) and SLAM (Statistics & Liberal Arts Math) math sections. Evaluate the effectiveness of the concurrent math & English support courses (MATH 101 College Algebra Workshop, Math 102 Statistics Workshop, ENGL 100 College Composition & Reading Workshop) with student surveys and data.

2-year outcome: Offer support classes for 25% of the in-person English 101 sections and 50% of the gateway Math STEM and SLAM math sections. Continue to evaluate the effectiveness of the concurrent math & English support courses (MATH 101 College Algebra Workshop, Math 102 Statistics Workshop, ENGL 100 College Composition & Reading Workshop) with student surveys and data. Modify supports as needed.

3-year outcome: Decrease equity gaps by 1-3%. Use data coaching to assess and evaluate student success within math and English gateway courses. Adapt and modify success initiatives as needed.

Persistence: First Primary Term to Secondary Term

Black or African American

1-year outcome: (1). Increase Black students' sense of belonging and measure using survey data. Use the 2021 Campus Climate Survey as a starting point for follow up focus groups with Black students. (2). Identify primary reason for not returning for at least 75% of the on campus Black student population that did not return from one primary term to the next. (3). Reassess the current First Year Experience (FYE) program and explore other modes of delivery which may include a required FYE seminar course.

2-year outcome: (1). Conduct Campus Climate Survey in order to evaluate the comfort level and sense of belonging of students and staff of the on campus program. (2). Continue to identify primary reason for not returning for at least 75% of the on campus Black student population that did not return from one primary term to the next. (3) Submit FYE Seminar course to Curriculum Committee.

3-year outcome: (1). Increase black student retention by 1-3%. (2) Pilot FYE seminar and gather data, and feedback through surveys. (3) Use data gathered from retention follow-ups, campus climate survey, focus group and FYE pilot seminar to inform shared governance committees of the effectiveness of the strategies employed to increase Black student retention.

Transfer

Economically Disadvantaged

3-year outcome: Increase transfer for low-income students who have an education goal of transfer, by 1-3%.

Completion

Black or African American

1-year outcome: Investigate options for reducing tuition and fees for out of state students by capping out of state tuition. Contact, at a minimum, three California Community Colleges that cap out of state tuition and inquire about their experiences with processes, pros and cons and if they experienced any unintended consequences.

2-year outcome: Conduct 5-10 case studies to ascertain changes in advising strategies and tuition collected that would arise if the out of state tuition was capped at 15 units. Evaluate outcomes.

3-year outcome: Increase degree completion for Black students by 1-3%.

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Evaluate degree programs and supports for Incarcerated Student Program
- Foster Youth Wrap Around Services
- Veterans Wrap Around Services
- Professional Learning for Faculty and Staff
- College and Career Planning
- Implement AB 705 and provide support systems to students
- Student Life and Engagement
- Transfer Center

Key Initiatives/Projects/Activities

The Incarcerated Student Program conducted a survey to determine other programs of interest which led to the inclusion of a Business Certificate in the program. In an effort to fully implement AB705, supplemental instruction for math & English has been developed. Additionally, peer tutoring & Zoom

tutoring with instructors has been instituted in select facilities. Pre-transfer level math & English classes are no longer offered.

Work on Foster Youth and Veterans Wrap Around Services was put on hold due to staffing shortages during the pandemic. However, the college was able to secure funding for a Veterans Resource Center during this time. The Center is located in the Student Services Building.

Professional Learning for Faculty and Staff consisted of online webinars and meetings during COVID and has recently returned to in-person events. Knowledge & resources are shared at flex activities throughout the year. Pre-pandemic, the Black Student Union members participated in a focus group with Frank Harris III, who shared his feedback with campus at flex day training. Student Services Council hosted a book club, and the college continues to host a mentor program for new employees.

College and Career Planning moved forward with a new position, Director of Marketing & Outreach. The College's program webpages have been updated allowing students to clarify their educational path. New outreach events in conjunction with dual enrollment in COLL 100 help high school students choose a path. The college plans to implement Degree Works, which will allow students more ownership of their Education Plans. Pathways U is a new "Life Compass" tool available for career planning. College & high school students are encouraged to use the tool which maps FRC programs to careers.

The College has been working to implement AB705 with changes to course offerings in math and English. Basic Skills classes were not taught, and 1-semester college level math & English classes were developed & implemented. However, the AB705 Validation Report results led to a reevaluation of this strategy.

Student Life & Engagement was difficult during the pandemic. Online events were held with limited in-person events when deemed safe. Attendance at online events was much lower than in-person events. Transfer Center events like the College & Career Fair, Black College Expo and College visits experienced much lower turn out as well. SSS TRiO tried virtual college tours with limited participation.

Evidence of Decreased Disproportionate Impact

Feather River College evaluates progress toward meeting student equity goals by collecting qualitative and quantitative data. Student surveys such as the Term End Survey, Year End Student Survey, Campus Climate Survey and department evaluations collect qualitative and quantitative data. The Institutional Researcher monitors and reports on success metrics periodically using data from the CCCCO's Student Success Metric Dashboard. Additional quantitative data is collected from student-athlete progress reports, academic interventions and Student Success initiatives. Data is disseminated through shared governance committees to inform faculty and staff of disproportionately impacted populations and to generate discussion of activities and strategies to close equity gaps.

Coordination of Student Equity related categorical programs and campus-based programs is accomplished through the structure of Feather River College's shared governance. Board Policies and Administrative Procedures define the shared-governance processes and provide direction on each committee's purpose through which the Academic and Classified Senates select their own representatives to serve on the various committees. Policy is discussed and reviewed through the shared-governance system.

Faculty is organized through its Academic Senate based on California statute, state regulations, board policy and its own constitution and by-laws. The Chief Instructional Officer has a close and functional relationship with the faculty and is an ex-officio member of all standing committees of the Academic Senate. The CSSO also attends meetings to bring information back to student services staff. Coordination across categorical programs occurs through the Student Services Council. The Council meets monthly and includes representatives from TRiO, CalWORKS, EOPS, DSPS, SEA Program and other departments. The council meets to discuss and resolve issues, share pertinent information and coordinate student service efforts. The CIO attends these meetings and other key staff are invited for input on plans including the Institutional Researcher, ISP and community members.

Programs are reviewed annually and every four years with a comprehensive program review (CPR). New CPR templates for Instruction and Student Services CPR include a section to report on Student Equity data and efforts. CPRs are submitted to the Student Learning Outcome and Assessment Committee for discussion and review with program leads.

2022-25 Planning Efforts

The 2019-22 equity plan cycle was marked by COVID. This unplanned and abrupt change to online teaching, online support services and working from home revealed vulnerabilities within the College's normal operations. Operations until this time were primarily in-person with the exception of the Incarcerated Student Program. Many programs such as Art, Sciences, Agriculture and Athletics require hands on activity and lab courses. The pandemic shifted focus from the activities outlined in the Equity Plan to providing technology support to both students and staff in order to finish the Spring 20202 semester and move forward with online and hybrid instruction the following academic year.

During the 2019-22 equity plan cycle, the College implemented AB705 with a math and English pathway that could be completed within one year. This was a strategy written in the 2019 Student Equity Plan that intended to address disproportionate impact experienced by student populations. The AB705 Validation Report and additional implementation guidance from the Chancellor's Office lead the college to re-examine the pathways and implement other strategies starting in the 2022-23 academic year.

The Annual SEA Report submitted to the Chancellor's Office gave the opportunity to reflect on the year's accomplishments and challenges. The report served as a guide for setting annual and long-term goals written in the in the SEA Annual Program Review and Comprehensive Program Review. Based on the outcomes of the 2019-22 equity plan cycle, planning efforts focused on building upon existing programs and strategies, but with an intentional focus on race.

Pandemic Acknowledgement

×Interrupted Work Fully

×Catalyzed Work

×Delayed Work

Executive Summary URL

<https://campussuite-storage.s3.amazonaws.com/prod/1558523/0672826e-a84b-11e7-9779-0ae3e1d9783c/1949472/7bcf7d1c-9833-11e9-8b0f-12a4a318ce08/file/FRC%202019-22%20Equity%20Plan%20Executive%20Summary.pdf>

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	×	✓	✓	×	✓
Economically Disadvantaged	×	×	×	✓	×
All	✓	×	×	×	×

Successful Enrollment

All

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

The College currently does not use the CCCApply common application. Implementation of CCCApply, would allow the establishment of a unique, statewide student ID called a CCCID for students who apply to Feather River College. The College and state would be able to use the CCCID to tie student data together. The College has been working for over a decade to implement this project. The Information Technology (IT) department is small and does not have the capacity to implement CCCApply without outside assistance from independent contractors. The College does not currently collect data on the LGBT population, nor did it receive Access data from the state.

Structure Evaluation

Current Structure

Instruction

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

Budgeting and Administration (HR, Purchasing, Processes, etc.)

General Operations (A&R, Parking, Campus Policing, etc.)

Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

For several years, IT fell under the purview of the Facilities Department. The College has acquired additional properties and has had new structures such as the Facilities Building added to the campus over the last decade. Meanwhile, technology has evolved and changed and plays a large role in instruction and support services. These changes and growth have stretched the Facilities Department. Furthermore, it is difficult to find staff with the hi-tech skills needed to implement technology-based initiatives in rural Plumas County. The College recently hired an interim Director of IT to oversee the needed technology upgrades.

Ideal Structure

Instruction

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

Budgeting and Administration (HR, Purchasing, Processes, etc.)

General Operations (A&R, Parking, Campus Policing, etc.)

Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Completing the implementation work for CCCApply would enable the College to collect, analyze and evaluate data in order to determine if there is a disproportionate impact affecting a student group. If there is an impact keeping a particular student group from successfully enrolling, the College can then develop strategies to close equity gaps. Additionally, CCCApply will allow the College to collect data for the LGBT population, evaluate program needs for local students, receive Access data from the state and enable students to easily enroll in online classes through the California Virtual Campus (cvc.edu).

Due to the low population of Plumas County, the College relies on recruitment of students for programs such as Agriculture, Equine Sciences, and athletics. But by doing so, the College may miss opportunities to serve the local population. Ideally, the College would have enrollment data that would be used to conduct inquiry into local educational program needs. The Access data could be used to help support

current outreach efforts to the local community. Ninth Grade Navigation Day brings high school freshman to campus for hands-on activities with faculty and staff. It ties in with the COLL 100-Success 101 class in which students can dual enroll and receive 3-units of transferable college credit while still in high school. The class helps students focus on their future with career & educational path activities and research. The Pathways U “Life Compass” assessment data could be used to determine if the College is offering programs of interest to local high school students. Local Access and Pathways U data would be shared at the annual Plumas-Sierra Summit. This event gathers college and high school staff at the start of the academic year.

Marketing to non-traditional students would focus on flexible schedules with evening and online classes; financial aid available with Plumas Pipeline Scholarships (first-time, full -time students) and Finish Line Scholarships (for students with 24 degree-applicable units); and programs that train students for careers within the local economy. Local needs include childcare, recreation and forest/fire management. The college currently offers degrees and certificates that meet these needs through Early Childhood Education, Outdoor Recreation & Leadership and Environmental Studies Departments.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

Investing in technology with staffing, outside expertise and upgrades would allow the College to update Banner, implement CCCApply and other technology solutions such as Degree Works. Degree Works is an academic and degree audit software tool that allows students and academic advisors to monitor progress towards an educational goal. The software has been purchased, but implementation is on hold until the necessary updates to Banner are completed. The College recently hired an Interim Chief Technology Office that directs and supervised the IT department. This position provides technical expertise and communicates with Ellucian as upgrades are in process.

The balance between online and face-to-face classes is an issue facing the College. COVID forced the sudden and unexpected transition to online learning for all instructors. Prior to COVID, most classes were taught face-face-to-face (excluding ISP, which is strictly Distance Education). As the college transition back to “normal” operations, some classes that transitioned to online will remain online while others are back in the classroom. The college will continue to evaluate the classes offered online or in the evening in order to meet the needs of non-traditional and co-enrolled high school students.

Action

Action Steps

1. FRC will start working on configuring CCCApply in January 2023 with a project kick off call, which will review project timelines. A “Go Live” date will be narrowed down at the January call. The Director of Admissions & Records along with IT staff have already completed much of the configuration. IT staff will also identify the resources needed to construct and test the portal on both the FRC side and student CVC side. The College anticipates going live before the Summer 2023 term. Ellucian will assist with this project. Prior to implementing CCCApply, Banner must move to the cloud, which is in progress. College is currently working in the test environment and March 2nd is the anticipated date for the move. Faculty and staff will be trained in the new self-service portal.

2. Through shared governance committees, faculty and advisors will continue to work on finding the right balance of online and in-person classes. Ideally, CSU general education breadth requirements could be completed fully online. With the experience of teaching all classes online due to COVID, faculty are equipped to decide which classes translate well to an online modality. At issue is that the College is small, and many classes are offered only once a year, and some are offered every other year. It is difficult meet the scheduling needs of all students and maintain sufficient enrollment in some sections. Setting up a predictable schedule of when classes will be offered online will allow students and academic advisors to develop education plans with a relative assurance
3. Once CCCApply is functional, data collection and analysis can begin. Data will be used to monitor student success metrics for LGBT populations; assess local educational needs and determine if there are populations that are experiencing a disproportionate impact within this metric.

Chancellor's Office Supports

Supports Needed

- ×Field Guidance & Implementation
- ×Technical Assistance/Professional Development
- ×Data & Research
- ×Policy & Regulatory Actions
- ✓Technology Investments & Tools
- ×Proof of Concept Pilots
- ×Strategic and Operational Communication

Explanation of Supports Needed

The College is small, but still has to offer all the services and complete all the processes that larger schools provide and complete. The College has investigated many technology based solutions but has shied away from committing to implementation due to cost and the need for technological expertise. The College is at a point where it must upgrade its Management Information System in order to function.

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to

achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

Feather River College initially eliminated pre-college math and English courses and developed new college-level, but pre-transfer level courses in response to AB705. These new pre-transfer level courses were one semester classes, so students could complete transfer-level courses within their first year. Unfortunately, the enrollment numbers were low in the pre-transfer level classes, and the implementation of these courses occurred during COVID when instruction was online. Ultimately, the AB705 Validation Report did not support their effectiveness.

Based on the on-campus program, math and English completion for Black students is at a rate of 8.7% compared to the reference group of 22.9%. Math completion within the first year for this group is 10.9% compared to 28.1% for the reference group and English completion is 30.4% compared to 49.3% for the reference group. This data endorses offering more support class sections for gateway math courses. Data for math and English completion within two years still shows a disproportionate impact for Black students. Black students succeed in this metric at a rate of 14.1% compared to the reference group rate of 32.4%. Math and English completion within two years was investigated as out-of-state students may postpone enrolling in math until their second year due to the additional unit load and associated cost. This further look into the data helped discern that the disproportionate impact was not a result of advising and enrollment strategies. Four success are needed in order to eliminate a disproportionate impact and fourteen success are needed for full parity for Black students.

Students enrolled in the Instructional Service Agreement program were excluded from this data as they do not enroll in math or English classes. Students in the Incarcerated Student Program (ISP) were also excluded from this data as the College serves over 20 facilities with limited access to students. All ISP students are enrolled directly into transfer-level math and English courses. Instruction and advising is through correspondence. The ISP students receive textbook loans. Peer and Zoom tutoring are implemented in limited facilities.

Structure Evaluation

Current Structure

✓Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Students could enroll in pre-transfer level math and English classes prior to Fall 2022. These one semester classes were intended to prepare students for college level STEM or SLAM math and college level English. These classes were offered in the fall semester so that students could enroll in the transfer-level classes in spring, thereby completing transfer-level math and English within their first year. Faculty, in particular math faculty, submit academic interventions early in the semester. The Student

Success Specialist works with support services and coaches (if applicable) to guide students to the appropriate resources. With math interventions, it is often the case that students need a math access code so that they can complete the required homework. Between weeks five through eight, faculty submit progress reports for all student-athletes. The Athletic Academic Advisor shares the reports with coaches, who in turn work with COLL 003 Supervised Tutoring Instructors to address academic issues with the student-athletes. Students can request a peer tutor at the Instructional Resource Center or access online tutoring through NetTutor. Both tutoring services are free to all students.

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Students are assessed using high school transcripts with default placement rules or through Guided Self-Placement. The self-placement process entails the student talking with an advisor about comfort levels with material, ability and willingness to seek and access help, and course content. Advisors then make placement recommendations. Up until Fall 2022, this included recommending pre-transfer level math or English classes. Ultimately, the student made the decision on the enrollment, however. Student-athletes also consider their athletic schedule and may have postponed enrolling in math &/or English while in season.

The Student Equity & Achievement (SEA) Program offers a book voucher program to qualified students. Students must complete a FAFSA and have an unmet financial need. Two-hundred dollar book vouchers are counted as a financial resource in accordance with financial aid rules. Students from disproportionately impacted groups that do not have an unmet financial need may receive a textbook loan instead. The SEA Program has an extensive lending library that checks out textbooks to students for the entire semester. Students pick up the vouchers or textbook loans from the Student Success Specialist (SSS) in the Advising Office. Instructors and the Student Success Specialist report that textbooks and vouchers sometime are not picked up until several weeks into the semester.

The SEA Program financially supports peer tutoring in TRiO Student Support Services (SSS). TRiO SSS identifies high achieving participants and trains them for student employment as peer mentors/tutors. The TRiO SSS advisors contact each student enrolled in MATH 202 Elementary Statistics and sets up weekly tutoring sessions and study groups. The TRiO SSS Center is equipped with computers and tables for individual and group tutoring. The TRiO SSS Center is located on the upper campus next to the Advising Office.

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Getting required class materials such as MyMathLab access codes and textbooks has been an issue for many students. Although the SEA Program offers a textbook voucher program for qualified students, students have reported that they could not use the vouchers at the FRC bookstore either because the bookstore is closed or because books and access codes are not in stock. The bookstore is managed by

55%/10 months employee who also oversees part-time student workers. The limited staffing has become an issue in recent years. For example, when the manager was out with COVID at the start of Fall 2020, other staff had to step in and open the store with limited training. Some tasks such as reordering stock and processing returns were put on hold. This led to low-income students who rely on the voucher for textbooks, to fall behind in classes. The SEA Program has provided financial assistance to the bookstore by funding additional help or additional hours during the start of the semester.

×Other

Ideal Structure

✓Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Students would enroll directly into transfer-level math courses, which include new math pathways. These pathways better align with majors and provide options for majors in which a particular math course is not specified. The transfer-level math pathways are MATH 116 Finite Math, MATH 110 College Algebra, MATH 150 Concepts and Structures of Mathematics for Educators and MATH 201 Elementary Statistics. Students would have access to concurrent support classes at convenient times and locations. The Learning Resources Center on Friday mornings has been identified as the best location and time for math support classes. All students would receive their math access codes in class rather than having to complete a book voucher application and go to the Advising Office to retrieve it. Students would have access to tutoring through the Instructional Resource Center and NetTutor. Additionally, peer tutors would be trained by the IRC and sent to COLL 003 Supervised Tutoring to work with student-athletes during class time. Faculty would continue to submit academic interventions for all students and progress reports for student-athletes.

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Students would continue to be assessed using high school transcripts with the default placement rules or Guided Self-Placement. All students would be placed directly into transfer level math and English classes. Support classes would be recommended or highly recommended based on GPA bands. Support classes would be offered as zero-unit and one-unit options in order to best meet the needs of a variety of student circumstances.

The SEA Program along with other funding sources would expand free math access codes to include all students enrolled in their first transfer-level math class. Instead of receiving the math access code or book voucher from the Student Success Specialist, math instructors would provide the code in class and have students register during the first week. Early academic interventions due to not completing online assignments should be greatly reduced. Since English Instructors use different textbooks for ENGL 101, the book voucher/textbook loan program would continue to provide resources to qualified students. The program would open to include AB540 students (Dreamers) who do not have a FAFSA on file.

Additionally, students would be aware of support services such as TRiO SSS, Extended Opportunity Programs & Services (EOPS) and Disability Support Programs & Services (DSPS) and utilize these services. DSPS currently reports low participation in the program by Black students. Participation would increase with collaboration and communication between coaches and DSPS staff. Outreach to Black student-athletes would include an overview of services provided that not only include accommodations for learning disabilities, but also accommodations and support after injuries such as concussions. Support includes testing accommodations, transportation around campus and note taking.

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Staffing at the FRC bookstore would increase during peak weeks to ensure that students with a textbook voucher could purchase the required class materials. Additional staff would be trained to provide backup if the manager is out. Post office duties would be shifted to other personnel so that the manager can dedicate hours to ordering needed class materials and assisting students.

×Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

In order to reach the ideal structure, the College should fully implement AB705. Although, enrollment in transfer-level classes with concurrent support is a strategy that will help all students succeed in this metric, research has shown that Black students experience greater gains, thereby effectively narrowing equity gaps. The College has started this structural change with assessment and placement practices that follow default placement rules; the development of new math pathways that better align with educational programs and student education goals; and concurrent support classes. MATH 116 Finite Math is a new math pathway for liberal arts and will be offered in Fall 2022 and Spring 2023. Concurrent support classes for MATH 201 Introductory Statistics, MATH 110 College Algebra and English 101 College Composition & Reading are also offered in the 2022-23 academic year. The College provides support to faculty with professional development and a new position, the Guided Pathways Equity Liaison. The College will utilize data coaching to help faculty build a culture of data-driven inquiry to identify equity gaps and pilot new strategies. The College is committed to continuing and expanding support to students. These supports include online and in-person tutoring, early alert student interventions, laptop loans, book vouchers and textbook loans and ensuring that vouchers can be used to obtain required course materials. The College provides academic advising/counseling to all students and to qualified students through TRiO, EOPS and DSPS.

Action

Action Steps

1. Starting in Fall of 2022, the College will enroll all students directly into transfer-level math and English classes. Advisors will continue to assess new students using high school transcript or

Guided Self Placement methods. Recommendations for enrollment in one-unit support courses will follow default placement rule GPA bands. Support courses will be optional and open to all students. The College will evaluate concurrent math & English support courses (MATH 101 College Algebra Workshop, MATH 102 Statistics Workshop, ENGL 100 College Composition & Reading Workshop) with student surveys and data. Initial feedback from math faculty indicate that there are students who should be enrolled in the one-unit support class, but are not due the associated cost. In response, the Math and English departments will develop a zero-unit concurrent support courses that aligns with the current one-unit class. Courses will be submitted to the Curriculum Committee for approval. Advisors will recommend enrollment in support courses based on default high school GPA bands and Guided Self-Placement. Students will be able to choose either a zero-unit or one-unit class based on their academic and financial needs. Instructors, with the support of the Student Success Specialist will help students enroll in the support classes when they are identified through the academic intervention process. Enrollment in support course will be open to all students.

2. Develop a campus culture of homework completion and seeking help by coordinating credit & non-credit support classes and office hours. The Learning Resource Center (LRC) on Friday mornings has been identified as a time and place for this to occur. The LRC has access to computer labs, classroom space, the library and the Instructional Resource Center (tutoring center). Coordinate with Library, IRC, Perch, Class Scheduler and math & English faculty to create a weekly Friday morning support event at the LRC that engages students, helps them complete assignments, learn and practice effective study skills and connect students to additional peer tutoring if needed. Pilot hosting free breakfast on Friday mornings as a means to encourage attendance and participation in classes and office hours.
3. Through shared governance, identify additional funding sources that can be utilized to supply all students with math access codes. If there is the necessary funding, a pilot program will be established in order to give all students enrolled in their first math class an access code. Expand book voucher programs to include AB540 students and utilize funding to provide class resources to these students.
4. Evaluate and address students' technology needs for computers &/or laptops and wi-fi access. Wi-fi access across campus continues to be an issue.
5. With the support of the Institutional Researcher and the Guided Pathways Equity Liaison, offer data coaching to faculty in order to identify equity gaps with in their courses, deepen equity knowledge and expand skill sets.

Chancellor's Office Supports

Supports Needed

×Field Guidance & Implementation

✓Technical Assistance/Professional Development

×Data & Research

×Policy & Regulatory Actions

×Technology Investments & Tools

×Proof of Concept Pilots

×Strategic and Operational Communication

Explanation of Supports Needed

The College would like to provide professional development on Best Practices and Promising Practices regarding AB705 implementation, math and English tutoring and equity-minded classroom practices.

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

The on-campus Black student retention rate is 56.5%, while the reference group retention rate is 71.8%. Five students need success in this metric to eliminate a disproportionate impact and fifteen for full parity. Many of the on-campus Black students come from out of the area. A majority (87%) of the Black male students are student-athletes and are low income (78%). Of interest is the data that shows retention rates are higher for student-athletes as a whole as compared to non-athletes (78.2% vs. 61.2%). Although the students-athletes have the built in support of teammates and coaches, the perception from faculty and staff is that Black students struggle to find their place and sense of belonging in a primarily white institution and county. They also have the typical struggles of moving away from home, adjusting to new academic expectations and developing a new support system. Further compounding the sense of isolation is the lack of Black role models on campus and a lack of a cultural sense of belonging in the Quincy community (e.g. no salon or barber services for Black students). However the 2021 Campus Climate survey indicates that students are happy and comfortable at FRC. Ninety-two percent of all respondents reported be “very happy” or “rather happy” at FRC; 85% of student respondents indicate high/positive levels of comfort in their FRC classes and 90% of student respondents feel that students of diverse backgrounds receive equal respect in the classroom. In Student Equity Plan discussions, faculty noted that academic performance is often tied to athletic

performance. Playing time, team dynamics and coaches most likely play a large role in student retention within the Black student-athlete population.

Black students were disproportionately impacted in the previous Student Equity Plan cycle (2019-2022). Student Life & Engagement and the First Year Experience programs were identified as strategies to increase Black student retention. Over 70% percent of student respondents in the 2019 Year End Survey said they felt more connected to the FRC community as a result of participating in or attending a activity. However, more information is needed from Black students in order to determine if these programs are meeting their needs. The goals and objectives for this metric will focus on the on- campus Black student population.

Structure Evaluation

Current Structure

✓Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Faculty participate in the First Year Experience (FYE) Program through the Book in Common (BIC) and the research symposium. The English 101 class is the current “home” to the academic portion of the FYE program. English 101 sections share common assignments and readings. The English department works with a committee each spring to choose a Book in Common and develop a theme for the following academic year. Prior to COVID, the Book in Common also had co-curricular events such as presentations from the BIC author, related movies and discussion groups. Most English 101 sections used the BIC as part of the required reading. Faculty in other departments may also assign reading from the BIC if it fits within their curriculum. The President’s Office buys copies of the BIC to loan to students and staff. The English 101 sections participate in the research symposium held at the end of each Fall and Spring semester. Participation in the symposium is open to all faculty. Students present research in oral or poster presentations. The SEA Program funds poster printing and dinner for all participants after the event and it is a time for the campus to come together and celebrate the academic accomplishments of the students.

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Student Life & Engagement focuses on the six student success factors identified by the RP Group: directed, focused, nurtured, engaged, connected and valued, by planning and implementing Student Life events designed to increase social, academic and personal development skills. Student Life & Engagement works in cooperation with Instruction to provide an informal First Year Experience Program (FYE). Student Life & Engagement carries out Week of Welcome, Spirit Week and monthly events and activities. Student Life & Engagement also hosts monthly FYE Workshops which cover topics such as getting along with your roommates, budgeting and other skills that help with success outside the classroom. Student Life and focuses on social connections within the campus and community while Student Success Programs focuses on providing academic support. The academic support includes a free

2-week Summer Bridge program and Student Success Workshops. Participation in events, activities and workshops is all voluntary. In-person events and workshops were discontinued due to COVID in Spring 2020 and were reinstated in the 2020-21 and 2021-22 academic years in limited situations with necessary precautions. During this time, efforts were made to connect and engage with students in online activities and events. However, participation was low at these online events. The College has returned to normal operations for Student Life and Student Success Programs in the 2022-23 school year.

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

×General Operations (A&R, Parking, Campus Policing, etc.)

×Other

Ideal Structure

✓Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

All new FRC degree seeking students would enroll in a zero-unit, first 9-week First Year Experience (FYE) seminar. The seminar class would include life skills, strategies for academic success, coping strategies and foster campus and community connections. The general goals of the FYE seminar would be to support academic performance, social development and persistence and degree completion. Although this strategy would likely increase retention rates for all, it is anticipated that Black students would experience a greater increase in retention rates and thereby close equity gaps.

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Student Life and Engagement would offer events and activities that appeal to all students, but also include events based on the interest of specific populations such as Black students. Student Life & Engagement would use data from attendance tracking at Student Life events, focus groups, Student Ambassadors and Associated Students of Feather River College (ASFRC) to plan more targeted events. Student Clubs, such as Eagle Pride, BSU, which fall under ASFRC would be supported by SEA Program. This support would include a faculty stipend, a recruitment/events budget and paid student employment hours for club presidents. There would be a vibrant Student Life & Engagement program with events, activities and clubs for students that would help students feel connected, directed, focused, engaged, nurtured and valued.

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

×General Operations (A&R, Parking, Campus Policing, etc.)

✓Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Inquiry into retention would investigate attendance at Student Life events and reasons for students not returning to FRC after their first semester. Are there a certain number of events attended that make a student more likely to return the next semester? Are there certain key events that correlate with increased likelihood of retention? Are the Student Life events offered of interest and meeting their needs? What are the common reasons for Black students not returning to FRC?

FRC would have Student Housing to accommodate more students. Currently the men's basketball team is living together in an off-campus house. This has been the norm for several years. If the team could live on-campus, there would be more opportunities for integration with the campus and other students.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

In order to reach the ideal structure, the College will need to create a space for Black students. Within the FYE program, Student Life and Student Success programs would have to increase a sense of belonging with targeted events and programming. The small size of the college makes it difficult for each student group to have its own space and programming. Events and programs must be open to all in order to be successful, but more input from Black students through inquiry and data collection could be used to help the direction and planning of programs and initiatives.

Action

Action Steps

1. Continue to host Student Life events such as Week Of Welcome, Spirit Week, and monthly activities/events in order to increase all students' sense of belonging. Track attendance at Student Life events for all first time, full time FRC students enrolled in the on-campus program. Evaluate Student Life data in order to determine if Student Life & Engagement events are an effective strategy to increase retention among all students, but in particular Black students.
2. Increase Black student sense of belonging by exploring avenues to sustain and develop mentorship opportunities for Black students, such as the Community Host Program and the Black Student Union (BSU). Support all clubs, including the BSU, with stipends for faculty club advisors and recruitment/activity budgets and paid student employment hours funded from the SEA Program budget.
3. Work with BSU, coaches and Political Science/Sociology faculty to develop and implement follow up focus groups for Black students in order to ascertain Black students' impressions, experiences, needs and ideas for Student Life and Student Success Programs and any additional support.
4. Identify the primary reason students did not return from one primary term to the next for 75% of the on campus Black student population. Develop a FRC first-time, full-time Black student cohort list at the start of each primary semester. Check the cohort list after the next primary term census and identify students who did not return to FRC. Leverage FRC's small size to

communicate with coaches and former students to identify reasons for not returning. Bring retention survey data back to Diversity, Equity & Inclusion Committee and Student Equity Plan Workgroup in order to review current policies and practices and develop strategies to address retention issues identified by students.

5. Convene an ad hoc committee, which includes English faculty and Student Services staff, to reassess the First Year Experience Program and explore options for a FYE seminar. The seminar would be an extended orientation and include topics that help students transition from high school to college, such as living with others, budgeting, developing a support network and utilizing programs and services. Develop a curriculum and identify possible overlap between COLL 100 and Summer Bridge content. Identify potential instructors, locations and times for the FYE seminar class. Submit course for review by the Curriculum committee and Chancellor's Office approval. Pilot the FYE seminar and evaluate its impact on retention with data and student surveys. Although this seminar would help all students, it is anticipated that Black students will experience a great gain in course completion and retention thereby reducing equity gaps.

Chancellor's Office Supports

Supports Needed

- ×Field Guidance & Implementation
- ×Technical Assistance/Professional Development
- ×Data & Research
- ×Policy & Regulatory Actions
- ×Technology Investments & Tools
- ×Proof of Concept Pilots
- ×Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Transfer

Economically Disadvantaged

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student

equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

Low-income students transfer at a rate of 22.7% compared to the reference population rate of 40.2%. It should be noted that this data includes students in the Incarcerated Student Program. These students can transfer once they are released, but have limited or no options for transfer while in prison. Transfer options for the local population are also limited. Quincy is located approximately 80 miles from CSU Chico and the University of Nevada Reno. There is no public transportation connecting Quincy to these cities. Additionally, Hwy 70 was affected by the Dixie fire and has experienced subsequent road closures due to rock and mud slides, further isolating students from educational opportunities. There are online 4-year degree options, such as Sociology at CSU Chico and Early Childhood Education at Southern Oregon University, that articulate with the College's associate degrees. However, local students still struggle with technology, limited wi-fi access and rural isolation. Although many student-athletes are also low-income, these students have transfer opportunities as they continue to participate in intercollegiate sports at 4-year institutions. The focus in this section will be on the local population, either students who enroll in the College directly out of high school or non-traditional students who are looking to expanded career opportunities and self-development.

Structure Evaluation

Current Structure

✓Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Currently, Plumas Unified School District (PUSD) ninth grade students and all incoming FRC students have the opportunity to enroll in COLL 100 College Success and Personal Development. This 3-unit class fulfills CSU General Education Breadth Area E. In this class, students learn college success and life skills, complete career assessments and develop educational plans. PUSD students are required to take this class in ninth grade and have the option for dual enrollment. This allows students to get a jumpstart on earning college credits and see themselves as college students at the start of their high school career. Students who choose to enroll in post-secondary education at the College can choose from fourteen transfer degrees, fourteen Associate in Arts degrees and eleven Associates in Science degrees. Guided Pathways advising sheets have been developed for several majors and program webpages have been updated to allow prospective students to clarify and choose a pathway. Faculty promote 4-year programs and transfer options. For example, Early Childhood Education faculty works with students and advisors to promote an online 4-year program at Southern Oregon University (SOU) and develop an education plan that is accepted by SOU. Environmental Studies faculty invite Academic Advisors to the second year ENVR 280 Professional Development Seminar to discuss next steps and transfer options such as Cal Poly Humboldt.

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Students with an educational goal of transfer receive support in a number of ways. Qualified students can join TRiO Student Support Services (SSS). This program works with low-income and first-generation college students with the explicit goal of graduating students with a 2-year degree and enrolling them in a 4-year institution. Qualified local high school students can join Upward Bound and Educational Talent Search. These federally funded grant programs provide services for sixth through twelfth graders with a goal of enrolling participants in post-secondary education. The Plumas Summit is an annual meeting between the College, PUSD and Charter School Administrators, faculty and staff. This meeting helps clarify paths for local high school students and is an opportunity for networking within disciplines. The FRC Transfer Center works in collaboration with SSS TRiO to provide college visits and college application workshops. The Transfer Center coordinator also schedules visits to the FRC by college representatives such as on the spot admissions from CSU Chico. The Transfer Center Coordinator works to ensure college representative attend the annual College and Career Fair held in September. While the College and Career Fair is open to FRC students, the main focus of the event is on the local area high school juniors and seniors. This is a mandatory field trip for PUSD and the charter school students.

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

×General Operations (A&R, Parking, Campus Policing, etc.)

✓Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

The College purchased Degree Works from Ellucian. This software solution will enable students to have ownership over their education plans, show progress to their education goals and keep students on their educational path. The College researched several solutions and decided that this software was the most cost-effective way to meet the needs of students and Advising staff. This software solution is awaiting implementation as the College completes upgrades to Banner and continues to work towards finalizing CCCApply.

Ideal Structure

✓Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

For current FRC students working towards a two-year degree, faculty have knowledge of 4-year programs, contacts and articulation agreements to help promote transfer opportunities in their discipline, particularly online programs such as Sociology, Social Work & Human Services, Early Childhood Education, Elementary Teacher Preparation and Business that would help fill local economic needs. Additionally, the College would offer a Bachelor's degree in Ecosystem Restoration and Applied Fire Management. Since the College is a small school, there are a number of classes that are taught once per year, every other year or irregularly. These class offerings would be posted on program pathway

webpages so students can create an accurate 2-year education plan. Ideally, a schedule of online CSU General Education Breath classes would also be developed and posted for planning purposes.

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Current students who are working towards the goal of a transfer would continue to receive support from TRiO SSS and the Transfer Center. More emphasis on serving current FRC students would be placed on the College & Career Fair during planning and implementation. This means choosing a time that fits student schedules, typically 12:00-1:00pm. The Transfer Center Coordinator would follow up with college representatives to ensure attendance and advisors would work with faculty to promote the event and connect students to college reps, focusing on programs that meet economic needs in the County, for example, connect Early Childhood Education students to Southern Oregon University and Sociology students to CSU Chico.

For recent graduates who enroll in an online bachelors' program, the College would still provide access to academic and support services. This access could include workshop or seminars covering online learning success strategies; access to the library and computer lab; Student Life events that are family friendly to enable networking, mentoring and support among transfer students; exam proctoring; and free local transit. The College would collaborate with Community Resource Centers, County Libraries and the Adult Education Program to identify spaces for online students to take synchronous classes, access wi-fi and have study areas/study groups.

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

×General Operations (A&R, Parking, Campus Policing, etc.)

×Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

The College is struggling to find the right balance between online in in-person classes as it comes out of the pandemic. While students can enroll in online classes through the California Virtual Campus (CVC), The College cannot provide the same level of support for these classes. Students enrolled in CVC classes do not receive textbook vouchers, peer tutoring and progress reports and academic intervention.

Classes that were previously never taught online are now offered online at least once a year. This is especially helpful for students who live in the outlying communities of Plumas County and non-traditional students with family and work responsibilities. The College continues to build relationships with local high schools and makes an intentional effort to address local students' needs.

Action

Action Steps

1. Contact other California Community College Transfer Centers and inquire about their services. Gather ideas that may be useful as the College develops strategies and services to help support

rural students as they seek to further their education. Receive input from current and former students who have completed an online degree, are currently in or are planning to obtain a bachelors' degree online and inquire about the kinds of support they want(ed) and need(ed) in order to be a successful student through surveys and focus groups.

2. Establish & strengthen relationships with online 4-year program faculty & staff in order to develop clear pathways from FRC to 4-year degrees. Place emphasis on programs that can be completed online or with minimal travel and that fulfill an economic need in Plumas County. Conduct outreach and marketing to local population that includes available educational opportunities and financial aid programs.
3. Collaborate with high school and TRiO pre-college programs to develop a progression of activities and events that help high school students develop a post high school path. This includes dual enrollment in College 100 and an end of the year visit to FRC called Ninth Grade Navigation Day. In eleventh grade, students attend the College and Career Fair and meet with college and career reps. Develop a "locals only" Friday in the Fall recruitment event for high school seniors.
4. Through shared governance, identify the types of academic and support services which could be extended to recent graduates who are pursuing an online or hybrid bachelor's degree and explore locations on campus or within the community that could be used by continuing students for technology access and support.
5. Continue moving forward through the development and approval process for the Bachelor's degree in Ecosystem Restoration and Applied Fire Management.

Chancellor's Office Supports

Supports Needed

×Field Guidance & Implementation

×Technical Assistance/Professional Development

×Data & Research

×Policy & Regulatory Actions

×Technology Investments & Tools

×Proof of Concept Pilots

×Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completion

Black or African American

Areas of Completion

Areas of Completion

×Adult Ed/Noncredit Completion

×Certificate Completion

✓Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

Currently, 8.4% of Black students enrolled in the on-campus program at FRC attain the Vision Goal Completion definition within three years as compared to the 14.2% of the reference group. Five Black student success are needed for no disproportionate impact and 26 successes are needed for full parity. Cohorts were combined across all years (2011-12 through 2017-18) to produce these results. Most Black students come from out of the area and play intercollegiate sports. Data from Fall 2018 through Spring 2021 show that 87% of Black male students participated in an intercollegiate sport such as football or basketball.

Students enrolled in the Instructional Service Agreement (ISA) programs and the Incarcerated Student Program (ISP) were not included in the data listed here. ISA students were excluded as they are not seeking a degree with FRC. ISP students were not included as their progress is often limited by factors out of the College's control, such as lock downs, transfers to facilities not served by FRC and limits on unit/class enrollment.

Structure Evaluation

Current Structure

✓Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Head Coaches for Men's Football and Baseball, Men's and Women's Basketball, Soccer and Rodeo are faculty positions. During the time frame for the data listed above, there were many turnovers among the coaching staff, for example, football had five different head coaches. Women's track and basketball,

and men's and women's soccer also experienced a number of staffing changes. The changeover in coaching staff made it difficult to build momentum for the athletic teams and retain student-athletes.

The College works diligently to provide a course schedule that allows students to participate in athletics while earning their associate's degree. Due to the small size of the College, class offerings are limited to one section for many classes within major requirements. More sections of general education classes such as math, English and history are available allowing for flexibility and choice. Online and hybrid classes also increase schedule options that allow students to complete their degree requirements.

Student-athletes enroll in COLL 003 Supervised Tutoring. These mandatory, zero-unit study hall classes are taught by associate faculty who also serve as assistant coaches. These classes serve as time for students to complete homework and study. Often teammates will form study groups or tutor each other. Faculty provide accountability, academic assistance and referrals to additional tutoring as needed.

Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Student-athletes work with the Athletic Academic Advisor from assessment through graduation. The Advisor considers educational and athletic goals when developing an education plan. Academic advising for out-of-state students considers the additional cost when developing these plans. In an effort to save money, students may take the minimum number of units their first year, while establishing residency. Then return the second year and take a heavier unit load in order to complete their degree. A typical 2-year schedule could have three academic classes in the fall and spring of the first year, followed by one class in the summer which leaves four academic classes in the fall of the second year and five academic classes in the spring. A student following this schedule has no room for failing or withdrawing and repeating a class, thereby not earning a degree. Student-athletes may transfer to 4-year institutions and continue to participate in sports without completing a degree.

Budgeting and Administration (HR, Purchasing, Processes, etc.)

General Operations (A&R, Parking, Campus Policing, etc.)

Other

Ideal Structure

Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

The College would continue to recruit and retain coaches that work with the whole student and value academic as well as athletic success. Coaches would work with support programs in order to help student-athletes connect to campus beyond their team, develop skills and knowledge for success inside and outside the classroom and seek help as needed. There are a number of programs the College offers that are not fully utilized including the Food Pantry, Basic Needs, Mental Health and Disability Support.

✓Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Advising staff would continue to work with students on the development of their education plan. Degree Works software would modernize education plans and give students access to update plans and monitor their own progress towards their degree goal. The Financial Aid Office, and TRiO SSS would continue to promote scholarships and grants so that students would be aware of additional educational funding and would receive assistance in completing applications.

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

The College would conduct additional research by following student-athletes who do not earn a degree but go on to play intercollegiate sports at a 4-year institution in order to ascertain if these students earn a bachelor's degree within six years (including the time enrolled at the College). It may be the case the Black students are in fact earning 4-year degrees without completing a degree or certificate at FRC.

The College would conduct a feasibility study in order to determine if capping out-of-state tuition is an effective strategy to address completion within the Black student population.

×Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

In order to reach the ideal, the College will need to continue to hire coaching faculty and staff that recruit and train student-athletes with the whole student in mind. This transformation is in process and promising results have been seen as the change within athletic programs builds momentum in the classroom and on the field/court. The College will need to assess the possible outcomes if a tuition cap for out-of-state students is a promising strategy for Black student completion and balance it with the fiscal outcomes.

Action

Action Steps

1. An initial survey in Fall 2022 identified three colleges that cap out-of-state tuition. Continue to survey other schools in order to identify other community colleges that cap out of state enrollment fees. Contact schools to inquire about their process, procedures, pros, cons and any unintended consequences.
2. Conduct a feasibility study with case studies of student athletes and academic transcripts. Adjust courses and tuition to evaluate effectiveness of the suggested strategy and uncover unintended consequences.

3. Pilot an out of state tuition cap if the feasibility study indicates that it may be an effective strategy for improving completion in Black students.
4. Recruit and hire coaching faculty for the current interim positions.

Chancellor's Office Supports

Supports Needed

- ×Field Guidance & Implementation
- ×Technical Assistance/Professional Development
- ×Data & Research
- ×Policy & Regulatory Actions
- ×Technology Investments & Tools
- ×Proof of Concept Pilots
- ×Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Not Entered

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

In Fall 2022 the college hired staff to work as the liaison between Guided Pathways and the faculty to focus on Pillar Four: ensure that learning is happening with intentional outcomes. The objectives for this position are:

- Support and collaborate with faculty on instructional design.
- Provide faculty with resources into best practices around instructional design, assessment, active learning, and pedagogical innovations in discipline and program areas.
- Share equity focused instruction and assessment strategies across disciplines and programs.

- Research and share current course design principles and teaching practices that provide students with rich, significant, inclusive and equitable learning experiences.
- Organize faculty FLEX events Promote professional development opportunities.
- Engage in conversations with faculty about improving teaching practices and increasing student learning by using multiple approaches and formats that enhance the teaching environment.
- Assist faculty in designing course materials in a variety of formats that promote student engagement and facilitate active learning.
- Collaborate with instructors with creating curriculum that incorporate strong learning-assessment strategies.
- Assist faculty with aligning curriculum and assignments meaningfully with student learning assessment processes.
- Provide materials on rubrics and other assessment techniques.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Feather River College is committed to creating an environment, which enables disabled students to participate fully in all online courses, by identifying and eliminating barriers that prevent access.

Accessible distance education considers the special needs of people with auditory, visual, mobility and cognitive impairments and gives those users an equivalent browsing, viewing, and communication experience to that of nondisabled individuals.

It is the policy of Feather River College to maintain compliance with all federal and state laws and regulations pertaining to persons with disabilities. Feather River College provides training to faculty on how to make their courses accessible to students with disabilities. There are also resources and support, such as video tutorials of creating accessible documents. Faculty are encouraged to use accessibility checker tools such as Canvas Rich Content Editor and the accessibility checker tool in MS Office. Faculty who incorporates videos into their courses may use Canvas Studio, which provides transcripts for the videos. Canvas Studio provides transcripts for videos. Additionally, the High-Tech Center Training Unit of the California Community Colleges provides training on making documents accessible.

All faculty teaching online create courses that are easily navigable by the student, use alternative text to describe images, and uses accessible documents. Online course design should follow a consistent structure throughout the entirety of the course. Courses are reviewed to determine accessibility.

The use of Universal Design for Learning is encouraged. Every student has a unique profile of abilities, strengths, learning styles, and previous experience. The Universal Design for Learning (UDL) framework guides educational practice, flexibility in presenting information, and reducing barriers in instruction.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

1. Participate in the Veterans Standdown to get students to give out information so that students can complete their FAFSA
2. Coordinate with the local schools to hold the Cash for College Events
3. Coordinate with UpWard Bound to integrate high school students into the college setting and familiarize them with the completion of the FAFSA application

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

1. Advertise the FAFSA application on the FRC website
2. Provide information about the Pell and how to apply for it when participating in events held on and off campus

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided

FRC provides many federal and state aids to students Some of the federal aid available is the Federal Work Study, Federal Supplemental Educational Opportunity Grant (FSEOG), HEERF. State aid is the Cal Grant, Student Success Completion Grant, California College Promise Grant (CCPG), Finish Line Grant and Scholarship, SB85, scholarships, STEM scholarships. Local aid is the Plumas Pipeline scholarships and the Foundation Scholarships

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

The Basic Needs Center serves as a one-stop-shop for assisting students mitigate any potential unforeseen hang-ups that may hinder student completion, retention, and transfer to four-year institutions. Services provided to students include food security, housing security support and mental Health.

Establishing food security through:

- CalFresh registration workshops, outreach, and promotional events (campus scavenger hunts)
- Food distribution events
- Expansion of food pantry services
- Partnering with The Eagles Perch to supplement the budget to provide free food to students
- Free healthy snacks available to all students in the Mental Health and Wellness Center

Housing security support:

- Partnering with campus housing to support students struggling with housing security when space is available
- Referring students to available off-campus housing if campus housing is not an option or available
- Established an Emergency Funding Grant slated to assist students in jeopardy of losing their housing, inability to pay rent or utilities, or those who are experiencing overall housing insecurity

Mental Health:

- Referring students to mental-health services available on campus
- Provided additional funding to support the continuing contract of TimelyCare services to support students in mental health crisis outside of typical business hours

Additional serves include transportation support through FRC's partnership with Plumas Transit bus services, childcare referrals to our on-campus Child Development Center, technology support partnered through the student success initiative, with plans to establish additional technology support directly through Basic Needs in the future. The Basic Needs Center has also established a general intake/request form where students can privately request services if they feel they have a basic need insecurity as well as being added to the faculty intervention form

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

The Basic Needs Center has promoted participation and awareness through general outreach at student orientations, being added to student services information in the student handbook and FRC Catalog,

faculty and staff references, participating in college resource fairs, promotion through the college marketing department, as well as hosting campus events.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

FRC already had a Food Pantry in place prior to the establishment of the Basic Needs Center. The Basic Needs program has expanded those services by adding an additional access point to food pantry items in the Mental Health and Wellness Center and has plans to add an additional Food Pantry (regularly stocked and monitored) at the Main Campus housing facility.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Feather River College is engaged in ongoing discussions through the Council on Instruction Committee, as well as the Curriculum Committee regarding zero textbook costs. We are ascertaining which programs are best suited to implement a zero textbook cost program. Additionally, it is necessary to determine the best source for acquiring Open Educational Resources (OERs). It is often difficult to locate a source that satisfies all faculty requirements. There are a few individual faculty members who have utilized zero textbook costs in their respective courses. However, this does not include all textbooks required for the course, but 1-2 textbooks.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

FRC has been working towards the creation of an inclusive environment for all folx on our campus. Beginning in 2017 we instituted Eagle Pride, a gay-straight alliance (GSA), now known as a gender-sexuality alliance. With FRC's support, since its inception Eagle Pride has coordinated with the countywide GSA to promote the first-ever Pride celebrations in our community, we have hosted queer-content movies in the local theater open to all people, including the local high school GSA, and as a group we have attended live theater, hosted game nights and open mic nights on campus, and we have enjoyed dinners and hikes in our area. Most recently, Eagle Pride has held recurring campus movie nights and finals week game nights, shared queer-oriented coloring pages across campus, and we hold two club meetings per week, as well as hosting an ongoing Out and Proud dance Party each month. All of these events are open to the entire campus population and supported by Student Services. Further, our group has been instrumental in developing a chosen name project that allows students to use their chosen names on student body cards and class rosters. Eagle Pride members have developed an LGBTQ+ Resource page with an events calendar on the [school website](#). Finally, Student Services and the Office of Instruction offered safe space training through Chico Stonewall to teach faculty how to understand, support, and respect queer students' needs. Eagle Pride and FRC are planning to offer similar awareness training to the student body early in Spring 2023. Our object is to raise awareness of queer identities and issues, and to support queer-identifying students, establishing an open and inclusive atmosphere at FRC.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Feather River College serves hard to reach and underserved populations through the campus Mental Health and Wellness Center. The Mental Health and Wellness Center includes an office assistant position and a Mental Health Counselor offering students access to 1:1 counseling, as well as group therapy, education, and other outreach events to support the mental health of our students. If students are unable to attend campus for in person counseling, services are offered virtually with our Mental Health Counselor. Further, the college provides 24/7 telehealth services through a contract with Timely MD. Timely MD offers Telehealth services for students 24/7 including scheduled therapy, counseling, suicide assessment, intervention and prevention. The Mental Health and Wellness Center also works in conjunction with the Basic Needs Center located in the same office, allowing students seeking services access to both resources. The Mental Health and Wellness Center serves a diverse group of students and seeks to meet their individual mental health and wellness needs.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The Board is committed to ensuring diversity, equity and inclusion and adopted [Resolution 20/21 -03: Rejecting Racism and Supporting Diversity at Feather River College](#) on Tuesday, July 7, 2020.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

The Annual Program Review is the process for students to request additional funding. A committee reviews funding request and pairs request to the best funding source. Additionally, the college has secured funding for the following programs and initiatives:

- Basic Needs
- LGBT students
- Veterans Resource Center
- Zero Textbook
- AB540 Students
- Finish Line Scholarship
- Student Housing
- Incarcerate Students

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

Feather River College leverages student voices in equity goals by utilizing the following strategies.

- Surveys: Campus Climate, Year End Student Survey and Term End surveys

- Student Panels at Professional Development activities
- Shared Governance Student Representatives who participate in committees
- Student representative who participate in the Student Equity Plan Workgroup
- ASFRC and Student A